DOCUMENT RESUME

ED 180 171 EC 122 413

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TITLE	Development of Bi-Yearly Goals. Baby Buggy Paper No. 164.
INSTITUTION	Western Illinois Univ., Macomb.
SPONS AGENCY	Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.
BUREAU NO	44AH50417
PUB DATE	Jun 78
GRANT	G007500234
NOTE	11p.: For related information, see EC 122 401-416.
EDRS PRICE	MF01/PC01 Plus Postage.
DESCRIPTORS	Early Childhood Education: *Educational Objectives: *Handicapped Children: Infancy: Rural Areas
IDENTIFIERS	At Risk (for Handicap): Illinois: Macomb 0 3 Regional Project

ABSTRACT

The booklet describes procedures for developing and using biyearly goals in the Macomb (Illinois) 0-3 Regional Project for rural handicapped and high risk infants and toddlers. The goals are developed for each child 6 weeks after he/she enters the project, and serve as program guidelines for the child development specialist and the parents. Goals are taken from the core curriculum in nine areas of development: gross motor, fine motor, visual, auditory, social, self help, sensory, cognitive, and language. Sample goals and activity plans are appended. (CL)

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macomb 0-3 regional project

rural child-parent service

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Plans are made and activities are selected for individual children in the Macomb 0-3 Regional Project as a result of the careful planning of bi-yearly goals. In practice the bi-yearly goals are developmental skills in several generally recognized areas of child development. Records on each child include an up-to-date list of the child's bi-yearly goals which are determined by the Child Development Specialist (CDS) and the child's parents. The child is intimately involved in the process since his or her behavior, personality, and developmental level provide the basis for determining the bi-yearly goals. Individual bi-yearly goals are developed for each Project child six weeks after he/she has entered the Project. The six weeks period allows time for careful observation and evaluation of the child. The bi-yearly goals serve as a guideline for the CDS and the parents in establishing an effective program to meet the child and family's unique needs.

Procedures for Developing Bi-Yearly Goals

Within three weeks of the child's entry into the Project, several assessment measures are administered. One is the Alpern-Boll Developmental Profile, a summative evaluation instrument covering physical, social, self-help, academic, and language development. Another is the Receptive-Expressive Emergent Language Scale, an evaluation of the child's language development. If the child is under eighteen months old, a third evaluation, the Uzgiris-Hunt Ordinal Scale (using a form adapted by the Macomb 0-3 Project staff) is used. The scale is a Piagetian-based evaluation of a child's cognitive development during the sensorimotor period. Based upon these assessment tools and systematic observation of the child, the CDS and the child's parents develop the bi-yearly goals.

After the six-week assessment period, the CDS and the parents discuss the child's needs, skills that are emerging, and areas of greatest delay. Then, keeping the results of the discussion in mind, the CDS complies a list of goals for the child which reflect the decisions made by the parents and CDS. The areas covered in any list of bi-yearly goals depend on the child's specific needs and developmental level. For instance, goals for a one-month-old infant would be more likely to include auditory or visual behaviors than those labeled language or self-help.

The list of goals is taken from the Core Curriculum which was organized by Project staff members. It is a simplified, open-ended set of the comprehensive goals used by Project children. The Core Curriculum is divided into nine areas of development: gross motor, fine motor, visual, auditory, social, self-help, sensory, cognitive, and language. For organizational purposes, each goal in each area is assigned a six-digit number, to aid in child data collection and processing by the Project's computer program. The first two numbers indicate the general area of a goal. The second two numbers designate the specific goal, and the last two numbers indicate individual task analysis of the goal. Baby Buggy Paper #163 provides in-depth coverage of the Core Curriculum.

After the list is compiled by the CDS, goals are discussed with the parents in order to reach decisions about the following questions: Do the goals seem realistic? Do any seem too difficult? Can the child already do any of the skills listed? Do the parents feel that the goals cover the child's present needs? Next, any revisions that have been agreed upon by the parents and the CDS are made. The bi-yearly goals are then ready to be typed in final form. (See Attachment A for a sample of BYG format used by Macomb 0-3 Project.)

How the Bi-Yearly Goals Are Used

Three copies are made of the child's goals. One is put in his permanent record folder. Another is put in his working folder to be used by the CDS in planning weekly activities and long term goals. The third is given to the parents so they can keep track of their child's goals and progress, and help him to obtain the goals.

After the Bi-Yearly Goals have been established, they can be used to develop activity plans for the child. Each time a home visit is made, the CDS writes a plan for the activities to be used during the visit. These activities cover all areas of development with emphasis on the areas of the child's greatest delay. For example, a child with hand tremors might be most delayed in the area of fine motor. Therefore, an activity plan would contain several fine motor activities along with one or two activities in each of the areas of gross motor, cognitive, and language. A sample activity plan with the goals that determined the activities is included in Attachment B.

Bi-Yearly Goals are also used in determining the child's Long Term Goal program, a program of daily charting by the child's parents. The goal chosen is one in the area where the child shows greatest delay. In addition, the goal is one that the parent particularly wants the child to accomplish. The most successful program will be one in which the goal is both realistic and beginning to emerge. The goal is then broken down into steps by the CDS. Each step becomes a target behavior for the daily charting done by the parent.

The parent engages in the target activity with the child daily for one week. She records the amount of minutes spent on the activity and the number of times the child performs the target behavior. On the next home visit, the CDS divides the number of times the target behavior occurred by the number of minutes spent on the activity to calculate the daily frequency. The frequency is then plotted on a line graph to show the child's progress. The data is also processed in the Project's computer programming system to keep a record of ongoing data on each child in the form of Behavior Growth Charts. Samples of the format used by the Macomb 0-3 Project in recording Long Term Goals may be found in Attachment C.

Macomb 0-3 Regional Project
June, 1978

If a child's development changes drastically, a new set of goals may be developed before six months have passed. Establishment and implementation of Bi-Yearly Goals as described in this paper remains a clear and concise method of creating a program that meets the individual needs of each child. Through careful establishment of meaningful Bi-Yearly Goals, appropriate activities can be selected for each child on an individual basis. The program is agreed upon by the parents, thus fulfilling PL 94-142 requirements for an individualized educational program (IEP) for each child.

Attachment A

Bi-Yearly Goals — May, 1978

Area	Goal	C.C.No.
Gross Motor	The child walks unaided.	04/05/01
	The child crawls up & down stairs.	04/39/00
	The child rolls a large ball while seated on floor.	04/03/00
	The child throws a large ball 3 ft. in a specified direction.	04/14/00
Fine Motor	The child builds a tower of 3 blocks.	05/01/01
	The child strings large beads	05/02/01
	The child places pegs in pegboard.	05/05/00
	The child removes pegs from pegboard.	05/06/00
	The child makes a mark on paper	05/08/00
	The child turns pages of book.	05/10/00
	The child pours from one container to another.	05/27/00
Language	The child names familiar objects	07/04/00
	The child refers to self by first name.	07/08/00
	The child repeats simple words.	07/09/00
	The child sucks liquid through a straw.	07/12/00
Cognitive	The child points to nose, eyes, ears.	06/01/01
	The child does simple formboard.	06/02/01
	The child looks at pictures.	06/03/00
	The child points to named object.	06/04/00
	The child follows simple one-part command.	06/05/01

ATTACHMENT B

ACTIVITY PLAN

Child's Name_____ CDS·_____ Date:_____

Child with general delay, especially fine motor.

MATERIALS	ACTIVITY	EVALUATION
Beach Ball Popcorn Drop Cloth Cake Pan Bowl Glass Measuring Cup Spoon Scoop Tactile Mat Pegboard Toy Car Small Ball Stuffed Rabbit Book Apple Pictures of: Car Ball Rabbit Book Apple Book: TODDLERS & PARENTS (For Mom) Building Blocks	Gross Motor Goal: The child rolls a large ball while seated on floor. 04/03/00* Goal: The child throws a large ball three feet in a specified direction. 04/14/00* Activity: Play with beach ball; encourage rolling and throwing. Fine Motor Goal: The child pours from one container to another. 05/27/00* Activity: Take popcorn and containers for exploration and play. Goal: The child removes pegs from pegboard. 05/06/00* Goal: The child places pegs in pegboard. 05/05/00* Activity: Jumbo pegs all colors with tactile pegboard for parent and child to put in and take out pegs. Cognitive/Language Language Goal: The child names familiar objects. 07/04/00* Cognitive Goal: The child points to named object. 06/04/00* Activity: Using real objects and pictures of the objects, the child and parent point to, name, and talk about them. Use ball, car, rabbit (bunny), book, and apple. Then give child apple for self-feeding experience.	Gross Motor Mom got involved. Child verbalized Rolling ball went well, throwing didn't-child not ready. Fine Motor Activity 1: Child poured with little spilling - Good! Popcorn got all over. Child tried to eat it. Use shovel and bucket sometime? Activity 2: Child didn't like. Could pull pegs out; Got frustrated trying to put them in. Mom tried to help but child wouldn't (or couldn't) accomplish task. Cognitive/Language Went well. Language coming along. Especially liked apple. Let child play with toys. Got more vocalization that way.

*Core Curriculum Number

Attachment C - 1

Long-Term Goal - Activities

Child's Name and Number 050

CDS's Name and Number 05-

Long-range goal The child crawls reciprocally.

Number 04.19.00

Activity Numbers	
04.19.01	1. The child positions self with help on hands and knees.
04.19.02	2. The child positions self unaided on hands and knees.
04.19.03	3. The child positions self on hands and knees unaided and maintains balance with help.
04.19.04	4. The child maintains balance on hands and knees unaided.
04.19.05	5. The child rocks up and back on hands and knees.
04.19.06	6. The child moves forward on hands and knees with help.
04.19.07	7. The child moves forward on hands and knees unaided.
04.19.08	8. The child moves forward reciprocally on hands and knees with help.
04.19.09	9. The child moves forward reciprocally on hands and knees unaided.
_____	10.
_____	11.
_____	12.
_____	13.
_____	14.
_____	15.

Attachment C - 2

MACOMB 0-3 REGIONAL PROJECT

Child's Number: 050

CDS's Number: 05

Date: / /
yr mo day

ACTIVITY CHART

BEHAVIORAL OBJECTIVE:
number: 04 / 19 / 01

The child positions self with help on hands and knees.

DIRECTIONS:

1. Tell parent minimum time to work.
2. Demonstrate procedure to be used.
3. Show parent how to keep count.
4. Let parent try activity with child.

____ mins.	____ COUNT
____ mins.	____ COUNT
____ mins.	____ COUNT
____ mins.	____ COUNT
____ mins.	____ COUNT
____ mins.	____ C OUNT
____ mins.	____ COUNT

PARENTS COMMENTS:

Attachment C - 3

MACQIB 0-3 REGIONAL PROJECT

Child's Name: 050

CDS: 05

Long Term Goal: The child crawls reciprocally. 04.19.00

Activity: The child positions self with help on hands and knees. 04.19.01